

Compass Community School Staffordshire

Mountfields House, Off Squirrel Way, Epinal Way, Loughborough LE11 3GE

Inspection date

22 July 2020

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j) and 4

- Compass Community School Staffordshire intends to join an existing family of schools with a well-established curriculum. This curriculum has a clear policy that is supported by appropriate schemes of work. However, leaders recognised over the last year that there were aspects of the curriculum they wanted to develop further. They have embarked on a process of review. This review is bringing about even greater clarity and coherence to the intended quality of education. For example, the mathematics and English plans detail the precise knowledge that pupils will acquire.
- The school's curriculum plans take adequate account of the experiences outlined in the independent school standards. However, not all offer the level of detail outlined by the examples provided for English and mathematics. There is scope for some subject plans to achieve even greater coherence. Leaders are addressing this shortcoming. They have the expertise in place to secure further improvements.
- The school intends to admit pupils with social and emotional development needs. The school's plans take account of these needs. Staff understand the importance of checking for any gaps in pupils' knowledge and understanding when they first join the school. This assessment should ensure pupils' prior knowledge is secure before they embark on new learning.
- Reading is prioritised. Leaders recognise that pupils may have undeveloped early reading skills. The school has an appropriate programme for addressing these areas for development. At the heart of the school's policy for literacy is the aim 'to create a culture that promotes a lifelong love and enjoyment of reading'.
- Leaders have recruited teachers with specific subject expertise across the organisation. These teachers will be on hand to support any non-specialists. This expertise is already evident in the revised approach to subject areas such as reading, mathematics and geography.

- The school's plans for personal, social, health and economic education are comprehensive. Pupils may have complex emotional needs. Leaders have therefore placed an important emphasis on this aspect of the curriculum.
- It is possible that many pupils will have an education, health and care plan. Leaders intend to adjust the curriculum in light of the targets set out in these plans. The overall education offer is also supported by a therapeutic curriculum.
- Arrangements for career guidance are appropriate. The school plans to make use of government guidance and audit tools to ensure their practice is up to date.
- Leaders have devised a number of ways to track pupils' progress. They plan to have regular meetings with teachers to ascertain pupils' progress through the curriculum. The school proposes to develop and implement personalised interventions to help any pupils who need to catch up.
- Leaders recognise that any further developments in the curriculum will need to be reflected in the assessment framework. Leaders demonstrate the skills and expertise to implement any necessary changes.
- Leaders have ensured that these standards are likely to be met.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraphs 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)

- The school's plans for the spiritual, moral, social and cultural development of pupils are appropriate. Documents detail the experiences that pupils will participate in. Experiences include assemblies, charitable events, educational visits and community projects.
- The school is determined that they will 'develop a climate within which all pupils can grow and flourish, respect others and be respected'.
- Leaders have written a clear policy to set out how they intend to promote fundamental British values. The policy includes: providing pupils with a knowledge of the role of public institutions; helping students to distinguish between right and wrong; challenging stereotypes; and recognising the importance of protected characteristics.
- Leaders have ensured that these standards are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 6, 7, 7(a), 7(b), 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a) and 16(b)

- The school's safeguarding policy will be made available to the school community. The contents of the policy take account of government guidance.
- Leaders have significant experience in safeguarding matters. They have served as designated leads in other settings. Staff have undertaken appropriate training and have a track record of successfully supporting pupils with complex needs.

- The behaviour policy is fit for purpose. The policy is underpinned by the notion that poor behaviour can be improved with the right support. Leaders have also established a system for recording any incidents or concerns.
- Documentation shows that leaders intend to ensure that they comply with relevant health and safety laws. However, there are some outstanding building works which will need to be resolved before the outdoor area and premises boundary are fully safe. Leaders have demonstrated how they are managing these final site improvements effectively.
- A risk assessment has been undertaken to ensure the school complies with fire safety regulations. There is appropriate emergency lighting, escape route signage and firefighting equipment. The school building is new and is free from any obvious hazards or ignition sources.
- There is an appropriate first-aid policy in place. Adequate staff are proposed for the supervision of pupils throughout the school day. Procedures for admission and attendance are in line with regulations.
- Leaders have ensured that these standards are likely to be met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(1), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(6), 21(7), 21(7)a, 21(7)(b)

- Leaders are familiar with the checks that are necessary for recruiting new staff. They have experience of conducting recruitment across a number of schools.
- The single central record includes the appropriate checks. The document is kept in an electronic form. Leaders have not finalised all of their recruitment. They fully understand the need to ensure the record is maintained and any further necessary checks are made before staff commence work.
- The school has no plans for using supply staff but know what procedures to follow should they choose to employ them.
- Leaders have ensured that these standards are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a) and 29(1)(b)

- The school building is new. Fittings and fixtures are of a high standard. Given the number of pupils the school intends to admit, accommodation is adequate. Lighting and acoustic conditions are also suitable.

- The accommodation has suitable toilet and washing facilities. Drinking water is labelled as such and hot water does not pose a risk to scalding.
- Leaders have established appropriate arrangements for any necessary medical needs.
- The school is set in large grounds with adjoining fields. Substantial works have already taken place to ensure appropriate access to the school and a safe environment. However, there are some outstanding external works which will need to be addressed before the school opens. These include: ensuring the boundary fence is secure; the fitting of additional cladding to the exposed plumbing and drainage works to the rear of the building; repair of drystone walls; final fixings to external power/electrics and general removal of building material and skips. There is adequate time available for leaders to address these final areas and a contractor is in place.
- Leaders have ensured that these standards are likely to be met.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f)

- The school will belong to a wider organisation that has a website. Should the application be successful, a dedicated page will be created for the school to use on this website. An appropriate safeguarding policy has been written for publication on this page.
- Leaders have a sound understanding of the information that it is required to publish. This information will be made available publicly. The school's prospectus includes the relevant information relating to the contact details of key staff.
- The school has appropriate policies in place for admissions, behaviour, safeguarding and exclusions.
- Leaders have ensured that these standards are likely to be met.

Part 7. Manner in which complaints are handled

Paragraphs 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii) and 33(k)

- The complaints policy is comprehensive and meets all the requirements of the independent school standards. For example, it outlines appropriate timelines, the opportunity to make a complaint informally, and provision for concerns to proceed to a panel hearing should this be necessary.
- Leaders have ensured that these standards are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- Leaders have considerable prior experience of establishing and running independent schools. This experience includes supporting pupils with complex needs. The internal

accommodation has been finished to a high standard. A number of external works are scheduled for completion prior to opening.

- Leaders have thought carefully about how they want to further develop the quality of education and curriculum offer. They have appointed subject specialists to offer expert support for different disciplines. This expertise is already evident in curriculum policies and plans.
- Leaders have the skills and knowledge necessary to ensure standards are consistently and continually met.
- Leaders have ensured that these standards are likely to be met.

Schedule 10 of the Equality Act 2010

- The school's accessibility plan takes appropriate account of how the school will increase access to the curriculum, the physical environment and information. The school is a new build and as such complies with the latest building regulations and is accessible on one level.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	147780
DfE registration number	860/6068
Inspection number	10149824

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent school
School status	Independent special school
Proprietor	Bernadine Gibson
Chair	Katie East
Headteacher	Christopher Hughes
Annual fees (day pupils)	£41,600
Telephone number	07753 584581
Website	www.compass-schools.org
Email address	rebecca.slayford@compasscommunity.co.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	Not applicable
Number of pupils of compulsory school age who have an education, health and care plan, or who are looked after by a local authority	Not applicable
Total hours operating as a school per week	Not applicable
Total hours of teaching provided per week	Not applicable

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	11 to 17	11 to 17
Number of pupils on the school roll	Not applicable	6	6

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Boys
Number of full-time pupils of compulsory school age	Not applicable	6
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	6
Of which, number of pupils with an education, health and care plan	Not applicable	6
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	6

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	3
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	0

Information about this proposed school

- Compass Community School Staffordshire is set in a rural location. The school does not intend to make use of any other provision or premises.
- The school intends to admit pupils with social and emotional development needs.

Information about this inspection

- This is the school's first pre-registration inspection.
- I scrutinised a range of documents to establish if the school is likely to meet the independent school standards. Documents included: the curriculum policy; schemes of work; health and safety policies; the safeguarding policy; the single central record; admission and attendance register; information relating to the regulatory reform (fire safety) order 2005; and the school's accessibility plan.
- The inspector visited all parts of the premises to make checks on the standard of accommodation.

Inspection team

Jonathan Keay, lead inspector

Her Majesty's Inspector

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